

5.R.1.1 Students can **construct meaning** by using word parts and categories.

Learning targets to meet this standard:

- Decode words with inflectional endings (affixes) with and without spelling change
 - Plurals (irregular)
 - Verb tenses (past, present, future tense, past participle)
 - Comparatives (er) and superlatives
- Combine pronouns and verbs
- Decode abbreviations
- Read compound words
- Read root words to which prefixes and suffixes have been added
- Use acronyms
- Use antonyms/synonyms
- Use homophones/homographs
- Use multiple meaning words
- Distinguish contractions from possessives

Verbs Defined:

- Construct meaning - build understanding

Key Terms Defined:

- Word parts - syllables, root words, origins, prefixes, suffixes

Teacher Speak:

Students can construct meaning (build understanding) by using word parts (syllables, root words, prefixes, suffixes, and word origins) and categories.

Student Speak:

I can build understanding (construct meaning) by using syllables, root words, prefixes, suffixes, and word origins (word parts) and categories.

Examples:

Possible resources/references:

Word parts- syllables, root words, prefixes/suffixes, affixes (words with prefixes and suffixes), word origins

Phonics They Use – Richard Allington & Patricia Cunningham

Month by Month Phonics – Richard Allington & Patricia Cunningham

Antonym & Synonym Handbooks - Scholastic

5.R.1.2 Students can **determine** word meaning using prior knowledge and context clues.

Learning targets to meet this standard:

- Identify in context clues in sentences and paragraphs

Verbs Defined:

- Determine - figure out

Key Terms Defined:

- Context clues - surrounding words that clarify meaning

Teacher Speak:

Students can determine (figure out) word meaning using prior knowledge and context clues (surrounding words that clarify meaning).

Student Speak:

I can figure out (determine) word meaning using prior knowledge and surrounding words that clarify meaning (context clues).

Examples:

Possible resources/references:

Word categories: antonyms/synonyms, homophones/homographs, acronyms, compound words, multiple meaning words, contractions

5.R.2.1 Students can utilize comprehension strategies while **constructing meaning**.

Learning targets to meet this standard:

- Connect text to text, text to self, and text to world
- Formulates question before, during, and after reading
- Infer making predictions and drawing conclusions from text
- Form mental images during reading
- Summarize
- Synthesize (bringing together what I know to create an original idea)
- Distinguish fact from opinion
- Identify main idea
- Sequence events
- Determine cause and effect
- Compare and contrast
- Classify and categorize

Verbs Defined:

- Construct meaning - build understanding

Key Terms Defined:

- Comprehension strategies - the thinking process used to establish meaning from the text

Teacher Speak:

Students can utilize comprehension strategies (the thinking process used to establish meaning from the text) to construct meaning (build understanding).

Student Speak:

I can utilize the thinking process used to establish meaning from the text (comprehension strategies) when reading to build understanding (construct meaning).

Examples:

Possible resources/references:

Strategies That Work - Stephanie Harvey
Guiding Readers and Writers – Fountas & Pinnell
Conversations – Regie Routman
Reading Essentials – Regie Routman
The Art of Teaching Reading – Lucy Calkins
Reflect, Revisit & Retell – Linda Hoyt
Snapshots – Linda Hoyt
Classrooms That Work – Allington & Cunningham
<http://www.readwritethink.org>
Reading Handbook – Great Source

5.R.2.2 Students can apply fluency strategies to gain meaning from text.

Learning targets to meet this standard:

- Determine purpose for reading
- Self monitor for meaning

Verbs Defined:

Key Terms Defined:

Teacher Speak:

Students can adjust (slow down/speed up) reading rate to fit (match) purpose.

Student Speak:

I can slow down or speed up (adjust) my reading rate to match (suit) my purpose.

Examples:

Possible resources/references:

5.R.3.1 Students can **distinguish** literary genres based on characteristics, structures, and patterns.

Learning targets to meet this standard:

- Identify and distinguish within fiction genre (fables, folktales, fairytales, legends, realistic fiction, tall tales, historical fiction, science fiction, fantasy, myths)
- Identify and distinguish within non-fiction genre (biographies, autobiographies, expository text, editorials, and procedural text)
- Identify and distinguish within poetry genre (haiku, cinquain, limerick, acrostic, ballads, narrative, free verse, concrete)
- Identify rhyme, rhythm, repetition, pattern, and stanza within poetry

Verbs Defined:

- Distinguish - separate into categories

Key Terms Defined:

- Genre - types of literature
- Characteristics - distinguishing traits
- Pattern - repeated work or ideas
- Structure - an arrangement

Teacher Speak:

Students can distinguish (separate into categories) literary genre (types of literature) based on characteristics (distinguishing traits), structures (an arrangement), and patterns (repeated work or ideas).

Student Speak:

I can separate into categories (distinguish) types of literature (literary genre) based on distinguishing traits (characteristics), an arrangement (structures), and repeated work or ideas (patterns).

Examples:

Possible resources/references:

5.R.3.2 Students can interpret literary elements of character, setting, plot, theme, point of view, and mood.

Learning targets to meet this standard:

- Identify character traits
- Sequence plot events
- Determine setting (time and place)
- Identify point of view/purpose
- Determine the authors meaning (theme)
- Determine the feeling the author creates for the reader (mood)

Verbs Defined:

Key Terms Defined:

- Literary elements - character traits, plots (exposition, conflict, rising action, climax, falling action, and resolution), themes, mood, point of view, and setting

Teacher Speak:

Students can interpret literary elements of character, setting, plot, theme, and point of view.

Student Speak:

I can interpret literary elements of character, setting, plot, theme, and point of view.

Examples:

Possible resources/references:

5.R.3.3 Students can **identify** literary devices within text.

Learning targets to meet this standard:

- Identify figurative language - simile, metaphor, idiom, personification, hyperbole (exaggeration)
- Identify literary devices - alliteration, onomatopoeia
- Identify dialogue
- Identify informal language - slang, jargon, dialect
- Identify author's craft - foreshadowing, flashbacks

Verbs Defined:

- Identify - show what I know by telling and/or writing

Key Terms Defined:

- Literary devices - techniques used by the writer

Teacher Speak:

Students can identify (show what I know by telling and/or writing) literary devices (techniques used by the writer).

Student Speak:

I can show what I know by telling and/or writing (identify) techniques used by the writer (literary devices).

Examples:

Possible resources/references:

5.R.4.1 Students can **examine** and **compare** texts from various cultures, time periods, and geographical locations.

Learning targets to meet this standard:

- Apply schema of diversity, cultural differences, time periods, and geographical differences
- View text from diverse perspectives
- Recognize the universality of literary themes across cultures and language
- Identify how language reflects regions and cultures

Verbs Defined:

- Examine - evaluate in writing and/or speaking
- Compare - show by writing and/or speaking how information is alike

Key Terms Defined:

- Culture - groups of people based on age, gender, religion, ethnicity and ways of life
- Time periods - a time surrounding major events that influenced culture

Teacher Speak:

Students can examine (evaluate in writing and/or speaking) and compare (show by writing and/or speaking how information is alike) text from various cultures (groups of people based on age, gender, religion, ethnicity and ways of life), time periods (a time surrounding major events that influenced culture) and geographical differences.

Student Speak:

I can evaluate in writing and/or speaking (examine) and show by writing and/or speaking how information is alike (compare) text from various groups of people based on age, gender, religion, ethnicity and ways of life (cultures), a time surrounding major events that influenced culture (time periods) and geographical locations.

Examples:

Possible resources/references:

5.R.5.1 Students can **select** information from two or more reference sources to meet a goal.

Learning targets to meet this standard:

- Apply knowledge of the features and effects of reference materials
- Use graphic aids found in text to enhance understanding
- Differentiate important from unimportant information for their purposes
- Synthesize information from multiple sources
- Differentiate primary and secondary sources
- Differentiate the organizational structures of informational text
- Select informational sources for use in study and research

Verbs Defined:

- Select - choose among

Key Terms Defined:

- Reference materials features and effects: title page, subheadings, italics, captions, sidebars, photos/illustrations, charts and tables, citations, bibliography
- Graphic aids - maps, charts, graphs, diagrams, timeline
- Informational text - description, sequence, cause/effect, problem solution, compare/contrast
- Reference sources - periodical, nonfiction trade books, text books, electronic media, encyclopedia, atlas, thesaurus, journals, maps, globe

Teacher Speak:

Students can select (choose among) reference sources (periodical, nonfiction trade books, text books, electronic media, encyclopedia, atlas, thesaurus, journals, maps, globe) to meet a goal.

Student Speak:

I can choose among (select) periodical, nonfiction trade books, text books, electronic media, encyclopedia, atlas, thesaurus, journals, maps, globe (reference sources) to meet a goal.

Examples:

Possible resources/references:

5.R.5.2 Students can **identify** the author's purpose in argumentative and persuasive text.

Learning target to meet this standard:

- Recognize an argumentative and/or persuasive text by using content features
- Determine if argument is substantiated
- Identify persuasive devices and propaganda (glittering generalities, bandwagon, testimonial)
- Identify author's perspective and position
- Identify topic, central ideas, supporting ideas
- Identify contrasting viewpoints and perspectives

Verbs Defined:

- Identify - recognize by telling or explaining in writing and/or speaking

Key Terms Defined:

- Argumentative text/persuasive text - text used to persuade toward a specific viewpoint

Teacher Speak:

Students can identify (explain in writing and/or speaking) the author's purpose in argumentative and persuasive text (text used to persuade toward a specific viewpoint).

Student Speak:

I can explain in writing and/or speaking (identify) the author's purpose in (text used to persuade toward a specific viewpoint (argumentative and persuasive text).

Examples:

Possible resources/references:

5.R.5.3 Students can **choose** references to meet the needs of an assigned task.

Learning target to meet this standard:

- Access information from:
Thesaurus
Almanac
Internet
Encyclopedia
Non-fiction text
Periodicals
Dictionaries
Atlas
Newspapers

Verbs Defined:

- Choose - select

Key Terms Defined:

Teacher Speak:

Students can choose (select) references to meet the needs of an assigned task.

Student Speak:

I can select (choose) references to meet the needs of an assigned task.

Examples:

Possible resources/references: